

The United Nations

Part A

Objectives

In this part of Unit 5 you will:

- talk about what you know about the United Nations (UN)
- listen to a lecture about the UN and take notes
- take part in an information exchange activity about facts about the UN
- read The UN Convention on the Rights of the Child
- learn about initials and acronyms
- learn some adjectives to describe leaders
- write a paragraph about what makes a good leader.

A5.1 Introduction: What do you know about the United Nations?

Work in a group.

1 Brainstorm what you know about the United Nations (UN). Consider the following:

- How is the UN structured?
- Where are the UN headquarters?
- Who are the members of the UN?
- Why does the UN exist?
- What sort of work does the UN do?
- Are there any other facts or information that you know about the UN?



2 Decide if you have a generally favourable or unfavourable view of the UN and discuss the reasons why.



A5.2 Listening: A lecture on the UN

1 Listen to a short lecture about the UN and complete these notes.

The United Nations

1 Why it was established

Set up in _____ after Second World War to:

- maintain international peace and _____.
- develop _____ relations among nations
- promote social progress, better living standards and _____.
- be a centre for _____ the actions of nations.

2 _____

- No president or parliament

But:

- takes action on _____ range of issues.
- provides _____ or meeting place for member states.
- _____ affiliated organisations incl: General Assembly, Security Council.
- also specialised _____, for example UNDP, Unicef, _____ and so on.

3 _____

- Solve _____ that challenge humanity.
- Reaches every corner of _____.
- Best known for: peacekeeping and _____ assistance.
- Other examples: sustainable _____, refugee _____, disaster relief, counter terrorism, disarmament, health, food production, human _____.

4 Conclusion

Effectiveness depends on _____ of member states and _____ within states.

2 Compare your completed notes for exercise 1 with your partner's.

3 With your partner, talk about the UN (in complete sentences) using the information in your notes.

4 Now discuss your notes with your partner.

- Did they help you to talk about the UN (in exercise 3 above)?
- Describe how the notes are organised.
- What do we call notes organised in this way?

- 5** Go back to A2.12 and A3.3 to see how we can use this format when taking notes during a lecture.
- 6** Close your book (so that you can't see the notes in the box above). Listen to the lecture again but this time write your own outline notes in your exercise book.
- 7** When you have finished, compare your notes with your partner's.
- 8** Check your notes by looking back at the outline in exercise 1.



A5.3 Speaking: Facts about the UN

Work with a partner. You are going to read some information about the UN. Each of you should look at your version of the text. Ask and answer questions to find the missing information. Student A: go to page 284. Student B: go to page 287.



A5.4 Reading: The United Nations Convention on the Rights of the Child (CRC)

The United Nations Convention on the Rights of the Child (CRC) is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention and opened it for signature on 20th November 1989. We have made significant progress in the 20 years since the world made this set of promises to children. But the rights of many millions of children are still being denied. Children still die of easily preventable causes; still lack protection, education, food, shelter and clean water; and still face poverty and discrimination. Much remains to be done.

- 1** Skim read the CRC on the next page and identify the articles of the convention that state that a child should have the right to:
 - a** a name and be registered as a citizen of a country
 - b** meet with other children and have friends
 - c** good medical care when he or she is sick
 - d** compulsory and free primary education
 - e** free time to play with friends
 - f** do no work except schoolwork and help sometimes in the home
 - g** be protected from abuse such as beatings or lack of food.

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (SIMPLIFIED)

Source: *What Rights?* www.unicef.org

Article 1

Everyone under 18 years of age has all the rights in this Convention.

Article 2

The Convention applies to everyone whatever their race, religion, abilities; whatever they think or say; whatever type of family they come from.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 4

Governments should make these rights available to children.

Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7

All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for, by their parents.

Article 8

Governments should respect children's right to a name, a nationality and family ties.

Article 9

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11

Governments should take steps to stop children being taken out of their own country illegally.

Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Article 22

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24

Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25

Children who are looked after by their local authority, rather than by their parents, should have their situation reviewed regularly.

Article 26

The Government should provide extra money for the children of families in need.

Article 27

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30

Children have a right to learn and use the language

and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31

All children have a right to relax and play, and to join in a wide range of activities.

Article 32

The Government should protect children from work that is dangerous, or that might harm their health or their education.

Article 33

The Government should provide ways of protecting children from dangerous drugs.

Article 34

The Government should protect children from sexual abuse.

Article 35

The Government should make sure that children are not abducted or sold.

Article 36

Children should be protected from any activities that could harm their development.

Article 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42

The Government should make the Convention known to all parents and children.

2 Read the following texts about the lives of children in different parts of the world. When you have read the texts, complete the table below with the key points from the texts.

Text A: Joseph and John from Sudan

I have a photograph of my family, when there were four of us living together. When I was 12-years-old, my father ran away because rebel soldiers chased him from our farm. Now he is a refugee. My mother became very sick, thin and tired. She could not care for us. One day she put us on a truck, which was going to a refugee camp, and now we live in the camp without our mother. I don't like it here. The rebels sometimes attack and drive us away. On the other hand, we can go to school here and once or twice a week we are given bread, beans, pumpkin and fufu by the relief agencies. This is often not enough.



Text B: Santino from Brazil

Olá from me, Santino Roderigues 12-years-old and the winner of Junior Pop Star, on Brazilian TV! Do you think I am happy? NO! I have to work very hard but the money is not for me. It is for my parents and to pay my agent. I go for singing lessons every morning and record music until late at night. I am not allowed to play with friends. When I feel sick, my agent says that there is no time to see a doctor, only time to work. I wish that I could go to school and I wish that I did not travel so much. I want to be at home with my parents.



Text C: Jamila from Bangladesh

My house is made of metal and has one room. I help my mother by washing vegetables for her to sell and looking after my two brothers when she goes to the night market. I have no friends because I work too many hours. Even so, we don't have enough to eat. I am nine-years-old but I can't go to school because my mother has no birth registration for me. I work in a hot, dusty, stone quarry where I break stones with a hammer. The stones are used to make roads. I get sun burnt and, once, a stone chip went into my left eye and made it go blind.

**Text D: Ismail from Palestine**

I am a boy and I am 13-years-old. Unfortunately, my mother was killed in the war in 2001 and I am sad because I miss her. I do not go to school. I work with my father at a brick factory. The bricks are heavy. Sometimes he hits me if I drop one and it breaks. I want to be in the army when I am older.

**Text E: Devi from India**

I am a girl, and I am eleven-years-old. I live with my mother, my uncle and my six sisters. We all go to the Golden Girls' Primary School. Science is my best subject. I do not have a job but I help at home. I like cooking and one day I want to be a sweet maker. I love my home and my school.



	Joseph and John	Santina	Jamila	Ismail	Devi
Country of residence					
Family life					
Food/Housing					
Work					
Education/School					

3 Discuss the following questions with a partner:

- 1 Which of these children are living in contravention of articles in the CRC? Write your answers under the following headings:
 - Name of child
 - Article contravened
- 2 Compare the quality of life for these children.
- 3 Go back to exercise 1. Do you agree with the seven articles mentioned?
- 4 What do you think is the purpose of the CRC? How useful is it?

A5.5 Increase your word power: Initials and acronyms

Initials

- An *initial* is the first letter of a word.
- Initials are often used as a quick way of referring to names that consist of several words. Usually we say the initials separately, for example: for the U.S.A. we say *you/ess/ay*.

Acronyms

- Some initials can be pronounced as a single word, known as an acronym, for example, AIDS for Acquired Immune Deficiency Sndrome. Many well-known acronyms are written in lower case letters, for example Aids.

1 Which of these initials are acronyms?

- | | | |
|-------|----------|-----------|
| 1 WWW | 6 Unicef | 11 UNESCO |
| 2 MDG | 7 FIFA | 12 BA |
| 3 AU | 8 UK | 13 MBA |
| 4 EU | 9 IOC | 14 GMT |
| 5 USA | 10 UNDP | 15 BMW |

2 Match some of the initials (above) to the definitions (below) of what they stand for. Where possible, give the full form of the initials in words; you may need to look on the Internet or find them in relevant books from the library.

- a Part of a website address
- b Two unions of nations
- c A UN agency to protect children
- d The world governing body of football
- e The UN agency responsible for development programmes
- f The governing body of the Olympic Games

- g** Two university degrees
- h** A UN agency to promote education and culture
- i** Two countries
- j** An international time zone
- k** A car
- l** An international agreement

- 3** With a partner, list any other initials or acronyms that are commonly used in Ethiopia.
- 4** Team up with another pair of students and ask each other to say what the initials in your list stand for.

A5.6 Increase your word power: Adjectives to describe leaders

- 1** All the adjectives listed below can be used to describe character. Listen to your teacher pronouncing them and mark the stressed syllable in each one. Practise the pronunciation of these adjectives.

aggressive charismatic consultative courageous decisive diplomatic fair honest
 inclusive opinionated participatory popular resilient respected strong trusting
 trustworthy well-liked

- 2** Use a dictionary to check the meanings of any of these words you don't know.
- 3** Which of these characteristics do you think are necessary for a leader? Make a list. You can add some of your own words, if you like.
- 4** With a partner, make sentences to explain six of these adjectives. Begin each sentence by saying:
 A leader is *fair* when ...
- 5** Read your sentences to another pair of students to see if they agree with your definitions.



A5.7 Writing: A good leader

- 1** Work with a partner. Make a list of the contexts in which there are leaders. For example, a class leader, a president and so on.
- 2** Discuss to what extent you think all leaders need the same qualities.
- 3** Now on your own, write a paragraph about what makes a good leader. The paragraph must express your own opinion. You should also justify the points you make and provide examples. When you have finished, check your paragraph carefully and make any necessary changes.
- 4** Read paragraphs written by other students in your class and compare your ideas.

Part B

Objectives

In this part of Unit 5 you will:

- read about the Millennium Development Goals (MDGs)
- listen to descriptions of projects which are helping progress towards the MDGs
- learn how to talk about future events with *will be (doing)*
- learn how to express purpose with *to, so as to, in order to, for, so that*
- discuss the MDGs
- learn some words commonly used in development
- read a UN text about good governance
- use some noun suffixes
- learn how to use the expression *It's time*
- discuss how to create a New United Nations
- do an exercise to practise research skills
- write a report
- do a speaking assessment task.



B5.1 Reading: The Millennium Development Goals (MDGs)

1 Work in a small group. Discuss what you know about the MDGs.

At the United Nations Millennium Summit in 2000, 189 world leaders made a historic promise when they signed up to the Millennium Declaration and agreed to meet the Millennium Development Goals (MDGs). These are an eight-point road map with measurable targets and clear deadlines for improving the lives of the world's poorest people by 2015.



2 Read the list of MDGs:

- Goal 1:** Eradicate extreme poverty and hunger:
Halve the proportion of people living in poverty and suffering from hunger.
- Goal 2:** Achieve universal primary education:
Ensure a full course of primary schooling for all boys and girls.
- Goal 3:** Promote gender equality and empower women:
By 2005 eliminate gender disparity in primary and secondary education and at all levels of education no later than 2015.
- Goal 4:** Reduce child mortality:
Reduce by two-thirds the number of children dying under the age of five.
- Goal 5:** Improve maternal health:
Reduce by three quarters the number of women dying from complications of pregnancy and childbirth.
- Goal 6:** Combat HIV/AIDS, malaria and other diseases:
To have halted by 2015 and begun to reverse the spread of HIV/AIDS and the incidence of malaria and other major diseases.
- Goal 7:** Ensure environmental sustainability:
Halve the proportion of people without sustainable access to safe drinking water and basic sanitation and improve the lives of slum dwellers.
- Goal 8:** Develop a global partnership for development:
Promote global cooperation on aid, trade, debt, access to affordable essential medicines and new technologies and address the special needs of the least developed, landlocked and small island states.

Source: adapted from *Millenium Development Goals– Basic facts* www.undp.org

3 Work with a partner and discuss the extent to which the MDGs are important for Ethiopia.

4 Underline any new words that you do not understand in the MDGs. With your partner, guess the meanings of the words and then look them up in a dictionary.



B5.2 Listening: Progress towards the MDGs

1 Listen to descriptions of four development projects linked to the MDGs and make notes in the table.

	Country/Area	Nature of project	Sponsors	Relevant MDG
1				
2				
3				
4				

- 2** Do you know of any other projects or activities that are helping progress towards the achievement of the MDGs? Discuss these projects with your partner.

B5.3 Language focus: Talking about the future

Will be (doing)

- In B4.3 we looked at how we can talk about future events using *will (do)* and *will have (done)*.
- Another structure is *will be (doing)* which is used to talk about events that will be going on at a certain time in the future.

For example: *It is predicted that by 2050 millions more people in the world will be living in poverty unless the MDGs are achieved.*

- 1** Complete these sentences with the correct form of the verb in brackets.

- 1 I had no breakfast this morning so by 12 o'clock I _____ (feel) hungry.
- 2 The coming months will be hard work as we _____ (prepare) for our school certificate exams.
- 3 I can't come out tomorrow morning as I _____ (work) in my father's shop.
- 4 To ensure sustainability, farmers themselves _____ (operate) the irrigation system.
- 5 Development agencies and NGOs _____ (support) governments and local communities to achieve the MDGs until 2015 and beyond.

- 2** Match the beginnings and the endings of these sentences using the correct form of *will: will have (done)* or *will be (doing)*. Write the full sentences in your exercise book.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Next Saturday is a special day for our family ... 2 Scientists say that by the end of this century ... 3 You must come to our house for dinner this evening ... 4 Don't come to the house before seven o'clock on Sunday morning ... 5 We can't leave the cinema before 10 o'clock ... 6 When I get home this evening ... 7 I'm feeling nervous ... 8 My brother always leaves the house at 8.15 ... | <ol style="list-style-type: none"> a ... as we (have) chicken biryani! Mmm! b ... my brothers and sisters (eat) all the food and there will be nothing for me! c ... as we (celebrate) my grandmother's eightieth birthday. d ... because at this time tomorrow we (write) an exam! e ... so he (go) to work by 8.30. f ... as the film (not finish). g ... climate change (cause) many changes in our environment. h ... as we (sleep)! |
|---|--|

- 3** Work with a partner and make predictions about four things you'll be doing in ten years time.

In ten years I'll be ...

B5.4 Language focus: Expressing purpose with *to*, *so as to*, *in order to*, *for*, *so that*

We can talk about why something is done by using several different expressions:

to is the most common. It is used as part of the infinitive of a verb. For example:

- The UN was established *to* maintain international peace and security and *to* promote social progress, better living standards and human rights.

in order to and **so as to** do the same job but in a more formal style. For example:

- *In order to* maintain international peace and security and *to* promote social progress, better living standards and human rights, the UN was established.
- The UN was established *so as to* maintain international peace and security and *to* promote social progress, better living standards and human rights.

so that can only be used before a clause containing a subject and a verb. For example:

- The UN was established *so that* international peace and security could be maintained.

for can be used before a noun, not before a verb. For example:

- The General Assembly is a forum *for* discussion.

1 Complete these sentences using your own ideas.

Example: *I've bought some paper in order to write a letter.*

- 1 I want to finish my homework early in order to ...
- 2 We have prepared a lot of food so that ...
- 3 I'm going to use this pot for ...
- 4 I'm going to the clinic to ...
- 5 I came home a different way so as to ...
- 6 You must take some food for the journey so as not to ...

2 Make sentences from the table below. Write the full sentences in your exercise book.

1 The EU is supporting the Nigerian government in improving management of vaccination ...	in order to	... promote a global perspective on citizenship.
2 The IFAD is funding a sustainable coastal management programme in the Philippines ...	so that	... immunisation coverage is increased.
3 A small scale irrigation project in four administrative areas of Ethiopia is being funded by the IFAD ...	so as to	... food security improves.
4 Oxfam is sponsoring a teacher education project in three countries ...	to	... restore coral reefs and increase fish stocks.



B5.5 Speaking: The MDGs

Work in a small group.

1 Look back at B5.1 and discuss which of the MDGs you think are likely to be achieved by 2015: a) around the world and b) in Ethiopia.

Example: *If we build more primary schools we will achieve the goal.*

I don't think we will have achieved universal primary education by 2015.

- 2 Listen to your teacher reading an assessment of progress with the MDGs in 2010. Compare this assessment with your predictions.**
- 3 Think of some effective ideas to complete these sentences. Discuss your ideas within your group.**
 - 1 In order to prove maternal health we should ...
 - 2 So that the spread of HIV/AIDS can be reduced we ...
 - 3 To achieve universal primary education in Ethiopia, ...
 - 4 So as to promote sustainable farming practices ...
 - 5 In order to empower women ...
- 4 Discuss these questions in your group:**
 - 1 How realistic are the MDGs?
 - 2 How would you change or add to them?
- 5 Compare your ideas with those of the rest of the class.**

B5.6 Increase your word power: Words commonly used in development

- 1 Match the verbs in the middle column of the table with their synonyms or definitions in the left-hand column. Note: two of the verbs have the same synonym/definition.**

Synonym or definition	Verb	Noun
1 help something happen or be successful	a 'combat	'combat
2 make something or someone a part of an activity or situation	b diversify	
3 stop	c eliminate	
4 help and encourage someone or something	d empower	
5 give power to	e eradicate	
6 get better	f expand	
7 make safe	g halt	
8 make something continue	h improve	
9 do something again to get the same result	i involve	
10 fight	j monitor	
11 carefully watch or measure something to see how it changes over a period of time	k promote	
12 remove	l replicate	
13 change something or make it change so that there is more variety	m secure	
14 become larger, or to make something larger	n support	
	o sustain	

- 2 Make nouns from the verbs and add them to the column on the right.**
- 3 Practise saying the verbs and nouns in the two columns and mark the stressed syllable in each word.**

4 Put the words in this box into the groups below.

scheme aim programme plan focus proposal
 problem objective strategy question goal approach

- Project
- Target
- Issue
- Set of guidelines

**B5.7 Reading: What is good governance?****1 In a group, discuss what you think is the answer to this question.****2 Read the text and answer the questions below.**

In 1966 the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights were adopted by the UN General Assembly. These documents highlight the ideal of free human beings enjoying civil and political freedom and freedom from fear and want. The documents stress that this can only be achieved if conditions are created whereby everyone may enjoy his/her civil and political rights, as well as his/her economic, social and cultural rights.

When most people hear the word governance they think of the Government. After all, both have govern as their root word. But governance is about more than just Government. It is a complex yet universal force that exists in all societies. People use governance in their daily lives to manage human relationships, just as companies and countries use it to manage their interaction and activities.

When we speak of the quality of a country's governance, we mean the degree to which its institutions (such as parliament) and processes (such as elections) are transparent, meaning they are not susceptible to corruption in international business transactions, and are accountable to the people, allowing them to participate in decisions that affect their lives. It is also the degree to which the private sector and organisations of civil society are free and able to participate. Good or democratic governance exists when the authority of the Government is based on the will of the people and is responsive to them. It is when open, democratic institutions allow full participation in political affairs and when human rights protections guarantee the right to speak, assemble and dissent. And it is when Government and Governmental institutions are pro-poor, promoting the sustainable human development of all citizens.

Today the quality of governance is attracting more and more attention within and among countries. The number of democratic regimes continues to rise and good governance has become an important criterion for a country's credibility and respect on the international stage. Yet even as good governance takes hold, challenges to it also emerge. The greatest threats to good governance today come from corruption, violence and poverty, all of which undermine transparency, security, participation and fundamental freedoms.

Despite fits and starts human liberty has been on an upward trajectory throughout history. In the 20th century in particular, democracy and civil liberties made important and dramatic progress.

Source: *UN Cyberschoolbus briefing paper* www.un.org

Complete these sentences with words from the text (one word per gap).

- 1 Institutions (such as parliament) and processes (such as elections) must be _____ i.e. not susceptible to corruption in international business transactions, and are _____ to the people, allowing them to participate in decisions that affect their lives.
- 2 The authority of the Government must be based on the _____ of the people and be _____ to them.
- 3 Government and Governmental institutions must be _____, promoting the sustainable human _____ of all citizens.
- 4 The greatest threats to good governance today come from _____, violence and poverty, all of which undermine transparency, security, _____ and fundamental _____.

3 Work with a partner and discuss the meanings of these words and phrases in the context of good governance.

- transparency
- accountability
- the will of the people
- corruption
- participation
- fundamental freedoms

4 Work in a small group and discuss these questions:

- Why is good governance difficult to achieve in developing countries?
- “Everyone (should) enjoy his/her civil and political rights, as well as his/her economic, social and cultural rights.” Do you agree?

B5.8 Increase your word power: Suffixes

- *Suffixes* can be added to many base words to change their grammatical form. For example: we can add *-ion* and *-ment* to some verbs to make nouns such as *discussion*, *improvement*.
- *-hood* and *-ship* can be added to some nouns to make abstract nouns, such as *childhood*, *membership*
- *hood* is often used with family terms
- *ship* is often used to describe status

1 Put the words from the box into the correct column according to which suffixes they take. Write them with their suffixes, paying attention to any spelling changes.

-ship	-hood	-ion	-ment	other noun suffixes

admit arrange boy brother censor champion citizen complex dictator
 father forgetful independent inform leader Marx mother nation
 neighbour owner partner photograph priest relation

2 Complete these sentences with suitable words from the table.

- 1 With independence in 1962, Kenya achieved _____.
- 2 My cousin who lives in New York, now has American _____.
- 3 During his _____ Nelson Mandela looked after cows.
- 4 The _____ of the land next to our house is disputed. We say it is ours, but our neighbours are building on it.
- 5 My cousin is very religious and he has decided to enter the _____.
- 6 The government is working in _____ with the UN to achieve the MDGs.

3 Make sentences with six other words ending *-ship* and *-hood*. Write the sentences in your exercise book.**B5.9 Language focus: Expressing strong ideas****A Certainty and conviction**

When we are certain or uncertain about something we can introduce it with these expressions:

<i>I am sure that ...</i>	<i>most of the MDGs will be achieved by 2015.</i>
<i>I am certain that ...</i>	<i>the United Nations does useful work.</i>
<i>I'm convinced that ...</i>	<i>the UN Convention on the rights of the child protects many children.</i>
<i>There's no doubt that ...</i>	<i>there would be more wars without the UN.</i>
<i>I am not sure that ...</i>	<i>the rest of the academic year will be tough.</i>
<i>I am not certain that ...</i>	<i>we will all do well in our exams.</i>
<i>I am not convinced that ...</i>	
<i>I doubt that ...</i>	

1 With a partner, make true sentences from the table, according to what you believe.**2 With your partner, respond to the following statements with your own opinion using expressions from the table.**

For example: *Ethiopian coffee is the best in the world.*

– *I am sure that Ethiopian coffee is the best in the world.*

– *Well, I'm not sure it's the best, but there's no doubt it's one of the best.*

- 1 The Gibe dam project is very important for the development of Ethiopia.
- 2 Ethiopia needs more educated people to develop its economy.
- 3 In 20 years' time, Africa will be much more developed than it is now.
- 4 Corruption is a major issue which is holding up the progress of many developing countries.
- 5 Africa needs to find its own solutions to its problems and not be told what to do by Western countries.
- 6 Development is a mixed blessing.

B It's time

It's time I left (= we haven't left, we are still here, but we should leave now)

It's time + subject + verb in past simple

It's time is an expression used to introduce an unreal situation, so the tense of the verb changes in the second part of the clause. That does not mean the time has changed; it means that the verb is expressing something unreal.

We can modify the expression with *high* or *about*.

It's high time ...

It's about time ...

1 Make a sentence with *it's time* in response to these situations.

- a We must go now. *It's time we went.*
- b I think you should go to bed, it's 11 o'clock.
- c We must start planting soon. The rain is coming.
- d Everyone will be home soon. I must start cooking.
- e It's nearly dark. You must come inside now.

2 Now add your own *it's time* sentence in response to these situations.

- a The exams will be here soon.
- b It's late.
- c There are some things I need to buy.
- d My bicycle has been broken for over a month.
- e You have been sitting around doing nothing all day!

3 Make your own sentences about things you need to do urgently. Use *It's high time*.



B5.10 Speaking: The New United Nations

The General Assembly has decided by unanimous vote that the problems of the world are so great that a new United Nations is needed, which has power over national governments, in other words it will be the government of the world. In practice this will mean that the United Nations will make laws not simply recommendations.

However, the current UN structure is not suitable for world government and so special committees in different parts of the world have been set up to make recommendations to the General Assembly for the creation of a new United Nations. The General Assembly will then choose the best one.

Note: Currently the structure of the upper levels of the UN is:

- the Security Council (with permanent and rotating members)
- the General Assembly (representatives from each country)
- the Secretariat (permanent employees)
- the Secretary General (chosen by the Security Council and confirmed by the General Assembly)

See A5.3 for more information about how the UN works.



Work in a group.

1 Imagine that your group is one of the committees set up to design the New United Nations. Your task is to prepare the outline of a new charter in which the basis of the new United Nations is set out. The charter must include details of the following:

- The structure of the new system. For example: will there be a president and a parliament of some kind?
- How people will be chosen for the new bodies. For example: Will they be elected? If so by whom? By the government of each member state or directly by the people in each member state?
- How a new law will be enforced if a member state refuses to accept it.

1 Before you start, study the language in the box below.

Making suggestions

- *Could we ...*
- *Perhaps we could ...*
- *We must ...*
- *We really should ...*
- *I suggest we ...*

Use this language when discussing what the New United Nations should be like.

2 **Prepare an outline of your plan for the New United Nations.**

Think of some of the pressing issues that the New United Nations needs to deal with. These can be political, economic and humanitarian. Try to use sentences with *it's time ...* (see B5.9) when putting forward points. Make a list of your ideas.

3 **Prepare a short presentation of your plans for the New United Nations.**

Try to include as many members of the group as possible in your presentation. When everyone is ready, each group should give their presentation to the class.

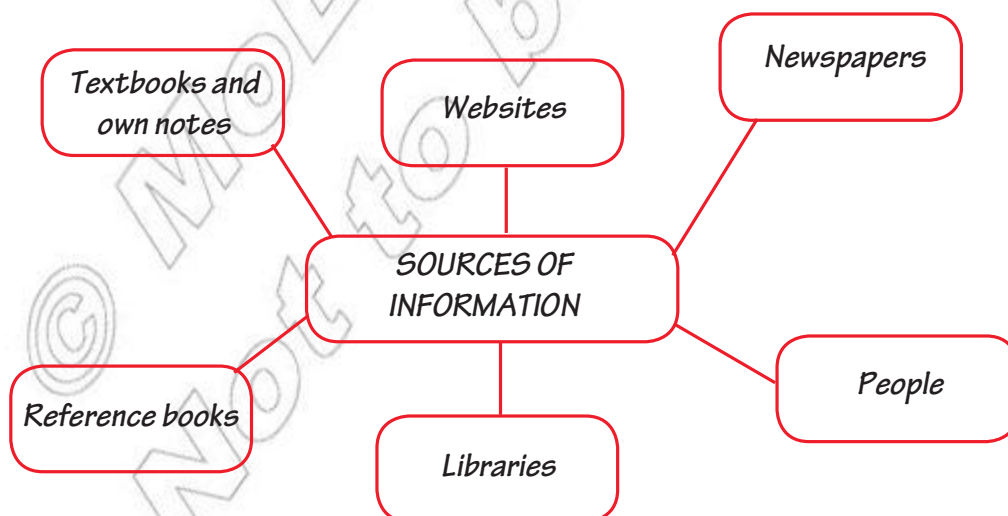
B5.11 Study skills: Research skills

Nowadays people say there has been an *information revolution* because so much information is available to us in many different formats. For students, it is sometimes difficult to know where to start looking when we want to find out something.

Work in a small group.

1 **Look at the mind map.**

- Discuss how you can use these sources of information, what kind of information they offer and how easily you can access them.
- Add any other information sources you can think of.



Question	Possible information source(s)	Answer	Details of source(s) used: Where you found it. Title, author, page number. Year of publication.	How long it took to find the answer	How reliable you think your answer is: very, fairly or not very
1 Who was the first Secretary-General of the UN?					
2 Where and when was the first marathon run and how long it was?					
3 What are the names of the five member states of the African Union whose official language is Portuguese?					
4 Who was Martin Luther King?					
5 What is the phone number of the UNDP office in Addis Ababa?					
6 What is the meaning of 'palindrome'?					
7 What is Eyjafjallajökull and what did it cause?					
8 What rock are the stone obelisks of Axum made of?					

2 In your group you are going to go on an information treasure hunt. Your aim is to complete the table on the next page as fully and as quickly as you can.

- It is a good idea to discuss where and how you are going to find the necessary information.
- Divide up the search between different members of the group.
- When you have found the information you need, present it to the group.
- Finally, fill in the table.

3 Compare your completed table with those of other groups.



B5.12 Writing: A report

You are going to write a report on an aspect of the United Nations.

- Your report must be 400–500 words in length.
- You can choose any UN-related topic. Here are some examples:
 - the work of one of the UN agencies
 - the work of the UN (or one of its agencies) in Ethiopia
 - a specific UN project
 - how the Security Council and General Assembly have dealt with a particular world issue
 - proposals to reform the Security Council
 - an international issue
 - working for the UN
- You can use the information in this Unit and also research other sources of information.
- If you wish, you can work with a partner in choosing your topic and researching it, but you must write the report on your own.
- Follow the guidelines in the box.

How to write a report

What is a report?

A report is generally a formal document that gives information on a specific topic. It may be *descriptive* (simply describe the topic), or it may *evaluate* a topic (look at it to decide how good, useful or successful it is).

What does a report contain?

A report is organised in *sections*. Each section should have an underlined heading and should be numbered. The report should include each of the following:

- 1** The introduction: this introduces the topic of the report and gives some general information about it.
- 2** Middle sections: these vary according to the kind of report you are writing. This report will be descriptive so each section should be about a different aspect of the topic according to the information you want to include.
- 3** Closing section(s): this may just be a general conclusion about the topic. This is where you sum up all of the information, and possibly state your opinion. In some reports you may be asked to include a separate section of recommendations.

How should a report be written?

A report is a factual document and so it should be written in a formal, and impersonal style. The introduction and middle sections should not contain opinions, only facts. Your opinions can be given in the conclusion/recommendations.

B5.13 Assessment

1 Speaking

Work in a group with two or three other students. Look at the list of questions about the United Nations below. You must discuss each one.

- Your teacher will tell you how long you have to discuss each question.
- Each person in the group should contribute to the conversations.
- Before you start, spend a few minutes preparing for your discussion on your own. Look back at the language of discussion in A1.8 and think about what you are going to say in answer to each question: you must try to give as full an answer as possible.

- a Do you think the United Nations is important? Why/why not?
- b What aspect of the United Nations' work do you particularly admire?
- c How do you think Ethiopia benefits from the United Nations?
- d Do you think it is right that five countries in the world have permanent seats on the Security Council and the right to veto resolutions voted by the ten non-permanent members?
- e What is your opinion of the MDGs?
- f In what ways do you think the United Nations could be better?

2 Writing

Your teacher will assess the report you wrote in B5.12 on an aspect of the work of the United Nations.